



# **TEST** ADMINISTRATION **MANUAL**

## MCESA Theater Performance Assessment



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# Introduction

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## Purpose and Use

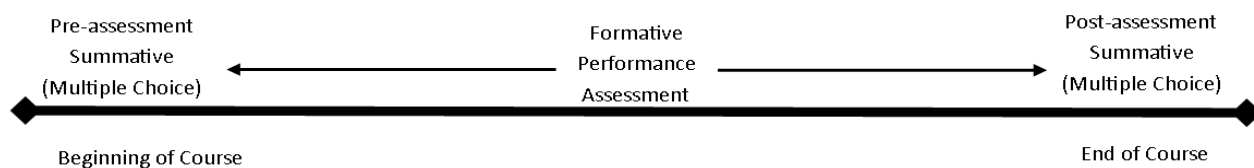
This performance assessment and test administration manual is a comprehensive tool to support formative assessment in theater. It has been created for the purpose of complementing the MCESA Content-Specific Assessment, a pair of multiple-choice pre- and post-assessments that are used to measure student growth and teacher effectiveness. Both assessments have been created through collaboration between MCESA, WestEd, and teachers from numerous Maricopa County school districts.

The assessment requires students to demonstrate their ability to perform specific theater tasks, (as outlined by the Arizona State Standards), and is intended for formative use, which means that it can be used repeatedly at any point within an instructional sequence or course. Formative assessment is often referred to as *assessment FOR learning* in contrast to summative assessment or *assessment OF learning* (Burke, 2010). Specifically, the formative uses of this performance assessment include the following:

- Diagnose students' capabilities on isolated standards
- Provide feedback to students on their skill development
- Demonstrate the progress of student learning, also called an interim or benchmark assessment
- Measure student growth on specific skills
- Identify individuals or groups of students who need differentiated instruction
- Provide evidence of the teacher's use of data to inform instruction as measured by most teacher observation instruments
- Support the teacher with data driven instruction or real-time assessment
- Serve as a common assessment among professional learning community team members or for district-wide data collection

Image 1 demonstrates one way this assessment can be combined with a summative assessment to create a balanced assessment plan for a course. Additionally, the rubrics found in this assessment can be applied to custom, teacher-written tasks for further, more specific formative assessment.

**Image 1:** Assessment Plan



## Assessment Overview

The performance assessment in this test administration manual is comprised of three different tasks that measure three different Arizona State Standards. It is designed to be used flexibly and embedded with natural and authentic classroom activities. The first two tasks are improvisation performances that occur in one class period. These are intended to be used at the beginning of the course to assess standards related to collaboration and performing. The third task is an extended thinking project assessing students' skills with playwriting. It is intended to be used towards the end of the course. All three tasks can be used as individual assessments, or the scores for each could be combined into one comprehensive assessment for the course. Each task has its own set of guidelines, data capture tools, and a scoring rubric. There is one common rubric for all three tasks and a data summary sheet for combining the scores of all three tasks.

Because the Arizona State Standards for theater encompass many things, each task describes components, or parts of the standard, to assess. Table 1 shows the performance objectives from the Arizona State Standards that will be assessed and the components.

**Table 1:** Performance Objectives for Theater Performance Assessment

Task	Performance Objective	Components to Assess
<b>Task 1</b> Improvisation	S1-C2-101 – Imagine and describe characters, their relationships, what they want and why (e.g., through variations of movement and gesture, vocal pitch, volume, and tempo)	Students can demonstrate: <ul style="list-style-type: none"><li>• Movement matches character</li><li>• Movement matches character motivation</li><li>• Voice matches character</li><li>• Tempo represents situation</li></ul>
<b>Task 2</b> Ensemble	S1-C4-106 – Create original, brief stories through improvisation that include a storyline and characters. S1-C4-102 – Cooperate in the dramatic process	Student can work in an ensemble collaborating to: <ul style="list-style-type: none"><li>• Create improvisations that demonstrate original storylines</li><li>• Create improvisations that demonstrate well-defined characters</li><li>• Interact with others to establish a cohesive performance</li></ul>
<b>Task 3</b> Adapting Stories for Performance	S1-C4-103 – Improvise by imitating life experiences, knowledge of literature, social issues, and/or historical situations and create imaginary scenes that include characters, setting, and storyline.	Student can: <ul style="list-style-type: none"><li>• Create imaginary scenes that include characters</li><li>• Create imaginary scenes that include setting</li><li>• Create imaginary scenes that include a storyline</li><li>• Create imaginary scenes that accurately reflect source material: life experience, literature, social issues, and/or historical situations</li></ul>

The performance objectives shown in the chart were selected very intentionally. A team of teachers first examined all of the performance objectives that were suited to evaluation through student demonstration of a skill, as opposed to measuring knowledge with a multiple-choice test. They then selected a subset that matched these criteria.

- Could the skill be observed in the course of authentic classroom activities?
- Could the skill be observed and measured quickly and conveniently?
- Could the skill be measured with a rubric?
- Could individual student growth over time be demonstrated if assessed at the beginning and end of the course?
- Do the skills represent some of the most salient content of the course?

Through the development and review process of the entire assessment, some of the initially selected objectives were removed and others were added. Even though this test administration manual contains a small selection of performance objectives and tasks, the rubrics contained in this assessment may be applicable to other tasks created by teachers or districts that cover different performance objectives.

### **Accommodations**

The following excerpt from *AIMS Testing Accommodations: Guidelines for 2013-2014* (Arizona Department of Education, 2013) describes the universal testing conditions that should enable all students to have an appropriate testing setting to support their success on the assessment. Even though these universal conditions seem oriented to traditional paper-pencil or computer-based assessments, they still represent a fair opportunity to demonstrate success that should be extended to all students.

#### **UNIVERSAL TEST ADMINISTRATION CONDITIONS**

Universal Test Administration Conditions are specific testing situations and conditions that may be offered to **any** student in order to provide him/her a comfortable and distraction free testing environment.

Universal Test Administration Conditions include:

- Testing in a small group, testing one-on-one, testing in a separate location or in a study carrel
- Being seated in a specific location within the testing room or being seated at special furniture
- Having the test administered by a familiar test administrator
- Using a special pencil or pencil grip
- Using devices that allow the student to see the test: glasses, contacts, magnification, special lighting, and color overlays
- Using devices that allow the student to hear the test directions: hearing aids and amplification
- Reading the test quietly to himself/herself as long as other students are not disrupted,
- Wearing noise buffers after the scripted directions have been read

- Having the scripted directions included in the *Test Administration Directions* repeated (at student request) and having questions about the scripted directions or the directions that students read on their own answered

Students with IEP's, 504 plans, or English Language Learners may also need specific accommodations beyond the universal testing conditions. Refer to *AIMS Testing Accommodations: Guidelines for 2013-2014* for specific lists of standard accommodations for these groups. It is important to note that any accommodations used in a testing setting must align to accommodations that have been used consistently in regular instruction. Additionally, any specific assessment accommodations noted in IEP's or 504 plans should be implemented for this assessment.

## Validity

When using any assessment, it is important to know if the tool is valid, meaning it measures what it is designed to measure. A formal definition of validity is "...the degree to which accumulated evidence and theory support specific interpretations of test scores entailed by proposed uses" (American Educational Research Association et al., 1999, p 9). This means that a collection of evidence is necessary to discuss whether a test is valid or not. Evidence can take many forms, such as statistical values or narrative descriptions. In the case of this performance assessment, the collection of evidence includes the design decisions and the development process. This assessment has strong validity for the following reasons:

- The construct being measured aligns to the item type (Haladyna, 1997). Because the performance objectives selected to be measured for this assessment are all performance-based in nature, the assessment includes tasks that require students to demonstrate their skill.
- The construct being measured and range of performance is clearly defined (Stiggins, 1987). This assessment uses state standards, detailed rubrics, and descriptions of the testing conditions to define the construct.
- Using a rubric with fewer levels is recommended over rubrics with more levels (Reeves, 2004). This assessment uses 4-point rubrics.
- Subject matter experts were used throughout the development process (AERA, et al 1999). Classroom teachers helped to select objectives, draft the tasks and rubrics, pilot the tasks in the classroom, and review the total assessment.
- A rigorous review process was employed (AERA, et al 1999). The assessment and all its content have been reviewed eight different times from inception to delivery by subject matter experts and assessment development experts from both MCESA and WestEd.

## Reliability

One of the possible uses of this assessment is for analysis of data by a team of teachers or a whole district. For that reason, it is important to know if the assessment is reliable, meaning it will yield consistent results each time it is used. A critical way to achieve reliability is to standardize the testing conditions, administration, and scoring as much as possible. Therefore, this assessment contains statements of the testing conditions and scripted teacher directions. Adhering to these directions every time the test is used will support the reliability. Even if the test is only being used with one class, it is important to uphold standardization as much as possible for the benefit of all students and their opportunity to demonstrate success equally.

If data will be collected by several teachers using this assessment and compared, then it is recommended that attention be given to inter-rater reliability. Before the assessment, the scorers should collaboratively review the entire test administration manual and discuss the scoring samples provided. The scorers should then study or discuss the scoring samples provided to calibrate their own scoring before collecting their own data. Other techniques to support inter-rater reliability include using two scorers, trading classes to assess, or appointing an outside scorer to “spot-check” both the assessment administration process and the collected scores.



## References

- Arizona Department of Education. (2013). *AIMS testing accommodations: Guidelines for 2013-2014*. Phoenix, AZ: Author.
- American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (1985). *Standards for educational and psychological testing*. Washington, DC: Authors.
- Burke, K. (2010). *Balanced assessment: From formative to summative*. Bloomington, IN: Solution Tree Press.
- Haladyna, T.M. (1997). *Writing test items to evaluate higher order thinking*. Boston, MA: Allyn and Bacon.
- Reeves, D. B. (2004). *101 questions and answers about standards, assessments and accountability*. Englewood, CO: Advanced Learning Press.
- Stiggins, R.J. (1987). *Design and development of performance assessments*. Accessed at <http://ncme.org/publications/items/> on November 12, 2012.

# Task 1 – Improvisation

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## Testing Conditions

In this task, students will work with a group to perform an improvised scene, approximately 3 minutes long, to a given prompt. This task is subject to the following conditions and guidelines.

- The task should be completed during a single class session. The task can be completed in a 90 minute period. If the class period is 50 minutes, it is acceptable to give the prompt and rehearsal time on day one with performances on the following day.
- Students may have only 10-15 minutes of class time to prepare. Students are not creating scripted performances.
- Performances should be viewed by the entire class (audience).
- Teacher will establish guidelines regarding performance space and audience location.
- Performances may be videotaped for reference, but all scoring should be based on live performances.
- Students should not receive instruction, coaching, or corrective feedback during the assessment.
- Students may leave the testing setting to use the restroom, but only one student may leave at a time.
- Students with IEP's or 504 plans should be allowed the accommodations from their plans if applicable.

Task 1 can be administered simultaneously with Task 2, because both tasks have the same directions and testing conditions.

## Teacher Guidelines

**Performance Objective:** S1- C2-101 – Imagine and describe characters, their relationships, what they want, and why (e.g., through variations of movement and gesture, vocal pitch, volume, and tempo).

### Components to Assess:

#### Student can demonstrate:

- Movement matches character
- Movement matches character motivation
- Voice matches character
- Tempo represents situation

### Before Testing:

- ☐ Read through all of the test directions.
- ☐ Secure and prepare necessary resources. Students may use tables and chairs, but they should not use props or costumes.
- ☐ Pre-assign students to small groups of 3-5 students.

- ☐ Choose one from the following prompts to assign:
  - As a group, create a planned improv scene that demonstrates a situation in life 100 years ago or 100 years from now.
  - As a group, create a planned improv scene that demonstrates a situation in a busy restaurant.
  - As a group, create a planned improv scene that demonstrates a situation at a public event.
  - As a group, create a planned improv scene that demonstrates a situation on the first day at a new job.

*During Testing:*

- ☐ Read the Task 1 Scripted Directions, as shown in bold below.

**Today, you will be taking the Theater Performance Assessment. This test will measure your ability to imagine and describe characters, their relationships, and motivations. Directions will be provided only at the beginning of each activity. No further instructions will be given while you are performing the activity; so make sure you listen carefully to the directions before you begin the activity.**

**In this task you have been assigned to a group, and your group will create an original and brief story through improvisation that includes a storyline and characters.**

**Your group will create your scene to this prompt. \_\_\_\_\_ (insert prompt) \_\_\_\_\_. Your group will have approximately 10-15 minutes to prepare before performing the scene in front of the class. Your scene should be sustained for approximately 3 minutes. You may use tables and chairs to support your scene, but no other props or costumes can be used. Every person in the group should be contributing equally.**

**While you are rehearsing or performing, I will be looking for these things:**

- **Movement matches character**
- **Movement matches character motivation**
- **Voice matches character**
- **Tempo represents situation**

**You may now join your group and begin. (Add any additional directions needed for classroom management or to describe the groups' use of classroom space.)**

- ☐ Assess the creation of an original storyline in the rehearsal process or during the performance.
- ☐ Use the Task 1 Data Capture Tool found in the Appendix or the accompanying Excel file to notate each individual student's performance.

*After Testing:*

- ☐ Use the rubric to calculate each individual student's rubric score for each component of the task. There are 16 points possible.
- ☐ Transfer the rubric score data to the Composite Data Summary Sheet (see Appendix) or to an electronic data system for analysis.

## Task 1 Rubric and Data Capture Sample

**Directions:** While observing the student's performance, use the rubric to score each component of the task. After the performance, sum the points earned for a total score for the task. There are 16 points possible for Task 1. See Image 2 for an example.

### Rubric:

Score	Labels	Descriptors
4	Exemplary	Student fully defined and clearly established the component.
3	Accomplished	Student consistently established the component.
2	Developing	Student partially/inconsistently established the component.
1	Beginning	Student participated, but component was undefined/unclear.
0	Not Observed	Student did not participate.

**Performance Objective:** S1- C2-101 – Imagine and describe characters, their relationships, what they want, and why (e.g., through variations of movement and gesture, vocal pitch, volume, and tempo).

### Components to Assess:

- Movement matches character
- Movement matches character motivation
- Voice matches character
- Tempo represents situation

**Image 2:** Sample of Task 1 Data Capture Tool – Improvisation

Task 1 – Improvisation	S1-C2-101 – Imagine and describe characters, their relationships, what they want and why.				
Student Name	Movement matches character	Movement matches character motivation	Voice matches character	Tempo represents situation	Total Rubric Score out of 16 Possible Points
Jane Doe	2	3	4	4	13
John Doe	3	4	4	3	14

See the Appendix for the full class version of the spreadsheet. Additional data collection and analysis tools are the Composite Data Summary Sheets in the Appendix and the accompanying Excel version of all tools.

## Task 2 – Ensemble

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### Testing Conditions

In this task, students will work with a group to perform an improvised scene, approximately 3 minutes long, to a given prompt. This task is subject to the following conditions and guidelines.

- The task should be completed during a single class session. The task can be completed in a 90 minute period. If the class period is 50 minutes, it is acceptable to give the prompt and rehearsal time on day one with performances on the following day.
- Students may have only 10-15 minutes of class time to prepare. Students are not creating scripted performances.
- Performances should be viewed by the entire class (audience).
- Teacher will establish guidelines regarding performance space and audience location.
- Performances may be videotaped for reference, but all scoring should be based on live performances.
- Students should not receive instruction, coaching, or corrective feedback during the assessment.
- Students may leave the testing setting to use the restroom, but only one student may leave at a time.
- Students with IEP's or 504 plans should be allowed the accommodations from their plans if applicable.

Task 2 can be administered simultaneously with Task 1, because both tasks have the same directions and testing conditions.

### Teacher Guidelines

#### Performance Objective:

S1-C4 -104 – Create original, brief stories through improvisation that include a storyline and characters.

S1-C1-102 – Cooperate in the dramatic process.

#### Components to Assess:

Student can work in an ensemble collaborating to:

- Create improvisations that demonstrate original storylines.
- Create improvisations that demonstrate well-defined characters.
- Interact with others to establish a cohesive performance.

### *Before Testing:*

- ☐ Read through all of the test directions.
- ☐ Secure and prepare necessary resources. Students may use tables and chairs, but they should not use props or costumes.
- ☐ Pre-assign students to small groups of 3-5 students.
- ☐ Choose one from the following prompts to assign.
  - As a group, create a planned improv scene that demonstrates a situation in life 100 years ago or 100 years from now.
  - As a group, create a planned improv scene that demonstrates a situation in a busy restaurant.
  - As a group, create a planned improv scene that demonstrates a situation at a public event.
  - As a group, create a planned improv scene that demonstrates a situation on the first day at new job.

### *During Testing:*

- ☐ Read the Task 2 Scripted Directions, as shown in bold below.

**Today, you will be taking the Theater Performance Assessment. This test will measure your ability to create original brief stories through improvisation. Directions will be provided only at the beginning of each activity. No further instructions will be given while you are performing the activity; so make sure you listen carefully to the directions before you begin the activity.**

**In this task you have been assigned to a group. Your group will create an original and brief story through improvisation that includes a storyline and characters.**

**You will create your scene to this prompt. \_\_\_\_\_ (insert prompt) \_\_\_\_\_. Your group will have approximately 10-15 minutes to prepare before performing the scene in front of the class. Your scene should be sustained for approximately 3 minutes. You may use tables and chairs, but no other props or costumes. Every person in the group should be contributing equally.**

**While you are rehearsing or performing, I will be looking for how you:**

- **Create improvisations that demonstrate original storylines,**
- **Create improvisations that demonstrate well-defined characters,**
- **Interact with others to establish a cohesive performance.**

**You may now join your group and begin.** (Add any additional directions needed for classroom management or to describe the groups' use of classroom space.)

- ☐ Assess the creation of an original storyline in the rehearsal process or during the performance.
- ☐ Use the Task 2 Data Capture Tool found in the Appendix or the accompanying Excel file to notate each individual student's performance.

*After Testing:*

- ☐ Use the rubric to calculate each individual student's rubric score for each component of the task. There are 12 points possible.
- ☐ Transfer the rubric score data to the Composite Data Summary Sheet (see Appendix) or to an electronic data system for analysis.



## Task 2 Rubric and Data Capture Sample

**Directions:** While observing the student's performance, use the rubric to score each component. After the performance, sum the points earned for a total score for the task. There are 12 points possible for Task 2. See Image 3 for an example.

### Rubric:

Score	Labels	Descriptors
4	Exemplary	Student fully defined and clearly established the component.
3	Accomplished	Student consistently established the component.
2	Developing	Student partially/inconsistently established the component.
1	Beginning	Student participated, but component was undefined/unclear.
0	Not Observed	Student did not participate.

### Performance Objective:

S1-C4-104 – Create original, brief stories through improvisation that include a storyline and characters.

S1-C1-102 – Cooperate in the dramatic process.

### Components to Assess:

Student can work in an ensemble collaborating to:

- Create improvisations that demonstrate original storylines.
- Create improvisations that demonstrate well-defined characters.
- Interact with others to establish a cohesive performance.

**Image 3:** Sample of Task 2 Data Capture Tool – Ensemble

Task 2 – Ensemble	S1-C4-104 – Create original, brief stories through improvisation that include a storyline and characters.		S1-C1-102 – Cooperate in the dramatic process.	Total Rubric Score out of 12 Possible Points
Student Name	Create improvisations that demonstrate original storylines.	Create improvisations that demonstrate well-defined characters.	Interact with others to establish a cohesive performance.	
Jane Doe	4	3	3	10
John Doe	4	2	3	9

See the Appendix for the full class version of the spreadsheet. Additional data collection and analysis tools are the Composite Data Summary Sheets in the Appendix and the accompanying Excel version of all tools.

## Task 3 – Adapting Stories for Performance

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### Testing Conditions

In this task, students will work with a group to write and perform a scripted scene, approximately 3 minutes long, to a selected topic. This task is subject to the following conditions and guidelines.

- Students should be given 3-5 class periods for the entire process of selecting the topic or source material, writing the scene, preparing to perform the scene, and then actually performing the scene.
- All material to be used as a source for the scene must be approved by the instructor and be school appropriate.
- Groups can be assigned by the teacher or self-selected by students.
- Ideally, performances should be viewed by the entire class as the audience.
- Students should submit a written copy of the scene prior to the performance.
- Performances may be videotaped for reference to complete the scoring process.
- Students should not receive instruction, coaching, or corrective feedback during the assessment.
- Students with IEP's or 504 plans should be allowed the accommodations from their plans if applicable.

### Teacher Guidelines

**Performance Objective:** S1-C4-103 – Improvise by imitating life experiences, knowledge of literature, social issues, and/or historical situations, and create imaginary scenes that include characters, setting, and storyline.

### Components to Assess:

Student can:

- Create an imaginary scene that include characters
- Create an imaginary scene that include setting
- Create an imaginary scene that include a storyline
- Create an imaginary scene that accurately reflect source material: life experience, literature, social issues, and/or historical situations

### Before Testing:

- ☐ Read through all of the test directions.
- ☐ Prepare a list of possible sources to serve as prompts or suggestions for students to write the scene. Consider only offering one prompt per category below.
  - Some suggestions for literary sources may include short stories such as “The Monkey’s Paw”, children’s books, poetry, novels, etc. Students are not to perform the literary source as written, but can *refer* to the literary source as a part of their original scripted scene.
  - Some suggestions for social issues may include gun control, bullying, poverty, global warming, etc.

- Some suggestions for historical situations may include 9/11, racism, religious wars, world wars, moon landing, historical leaders, the Depression, cracking the genetic code, etc.
- Make copies of the student handout which includes task directions (see Appendix).

*During Testing:*

- Give students the handout with written directions if desired (see Appendix).
- Read the Task 3 Scripted Directions, as shown in bold below.

**Today, you will be taking the Theater Performance Assessment. This test will measure your ability to create a scene based on a social issue, a piece of literature, or a historical situation. Directions will be provided only at the beginning of each activity. No further instructions will be given while you are performing the activity; so make sure you listen carefully to the directions before you begin the activity.**

**In this task you will work with a group, and your group will create a scene to be sustained for approximately 3 minutes. You may use tables and chairs, and a limited amount of other props or costumes.** (Elaborate on the available props in the classroom, theater, or facility).

**You will create the scene of your choice by adapting a literary source, a social issue or a historical situation.** (Show students the prepared list of suggested choices.)

**You will have \_\_\_\_ class periods to prepare your story before performing the scene. Every person in the group should be contributing equally throughout the process. You will submit a copy of the script and perform the scene in front of the class for evaluation.**

**When I evaluate your scene, I will be looking for these things:**

- **Did you create a scene that includes characters, a setting, and a storyline?**
- **Did you create a scene that accurately reflects the source material?**

(Direct students to convene with their groups and begin.)

- While students are working on the scenes and performances, monitor that all students are contributing equally, but do not provide any coaching or instruction about how to adapt the source materials and create the scene.
- Use both the scripted scene and the live performance to score individual student performances on each of the components being assessed. The Task 3 Data Capture Tool can be found in the Appendix or the accompanying Excel file for recording the scores.

*After Testing:*

- ☐ Use the rubric to determine each student's rubric score for each component of the task. There are 16 points possible.
- ☐ Transfer the task data to the Composite Data Summary Sheet (see Appendix) or to an electronic data system if desired for analysis.

### Task 3 Rubric and Data Capture Sample

**Directions:** When evaluating the students' scripts and performances, use the rubric to score each component of the task. Sum the points earned for a total score for the task. There are 16 points possible for Task 3. See Image 4 for an example.

#### Rubric:

Score	Labels	Descriptors
4	Exemplary	Student fully defined and clearly established the component.
3	Accomplished	Student consistently established the component.
2	Developing	Student partially/inconsistently established the component.
1	Beginning	Student participated, but component was undefined/unclear.
0	Not Observed	Student did not participate.

**Performance Objective:** S1-C4-103 – Improvise by imitating life experiences, knowledge of literature, social issues, and/or historical situations and create imaginary scenes that include characters, setting, and storyline.

#### Components to Assess:

Student can:

- Create an imaginary scene that include characters
- Create an imaginary scene that include setting
- Create an imaginary scene that include a storyline
- Create an imaginary scene that accurately reflect source material: life experience, literature, social issues, and/or historical situations

#### Scoring Example:

Image 4 shows an example of scoring a student's performance. Please note, because students are working in a group, it is possible that all students in one group will receive the same score. To ensure that the final scores accurately reflect the performance of each individual, be sure to monitor that all students are participating in the process equally and fairly. Alternately, it is acceptable to assign each individual student to write his or her own scene.

**Image 4:** Sample of Task 3 Data Capture Tool – Adapting Stories for Performance

Task 3 – Adapting Stories for Performance		S1-C4-103 – Improvise by imitating life experiences, knowledge of literature, social issues, and/or historical situations and create imaginary scenes that include characters, setting, and storyline.			
Student Name	Character	Setting	Storyline	Accurately reflect source material	Total Rubric Score out of 16 Possible Points
Jane Doe	4	3	4	2	13
John Doe	4	4	2	4	14

See the Appendix for the full class version of the spreadsheet. Additional data collection and analysis tools are the Composite Data Summary Sheets in the Appendix and the accompanying Excel version of all tools.

## Data Summary

Because this performance assessment has options for personal customization, a variety of data capture tools are provided to suite different ways of collecting the data for analysis. See the Appendix for a full class version of each composite data summary sheet shown here.

Image 5 shows an example of scoring two students' performances in both Task 1 Improvisation and Task 2 Ensemble onto one combined Assessment Score.

**Image 5:** Sample of Composite Data Summary Sheet 1 – Tasks 1 & 2

Combined Data Summary Sheet – Tasks 1 & 2	Task 1 – Improvisation					Task 2 – Ensemble				Total Rubric Score out of 28 Possible Points
	S1- C2-101 – Imagine and describe characters, their relationships, what they want and why.					S1-C4-104 – Create original, brief stories through improvisation that include a storyline and characters.		S1-C1-102 – Cooperate in the dramatic process.		
	Movement matches character	Movement matches motivation	Voice matches character	Tempo represents situation	Task 1 Rubric Score out of 16 Possible Points	Create improv that demonstrates original storylines	Create improv that develops well-defined characters	Interact with others to establish a well-defined	Task 2 Rubric Score out of 12 Possible Points	
Jane Doe	2	3	4	4	13	4	3	3	10	23
John Doe	3	4	4	3	14	4	2	3	9	23

Image 6 shows an example the scores from all three tasks can be combined into one total assessment score.

**Image 6:** Sample of Composite Data Summary Sheet 2 – Tasks 1, 2, & 3

Composite Data Summary – Tasks 1, 2, & 3	Task 1 – S1- C2-101				Task 2 – S1-C4-104; S1-C1-102			Task 3 – S1-C4-103				Total Assessment Score out of 44 Possible Points
	Improvisation				Ensemble			Adapting Stories				
Student Name	Movement matches character	Movement matches character motivation	Voice matches character	Tempo represents situation	Create improvisations that demonstrate original storylines	Create improvisations that demonstrate well-defined characters	Interact with others to establish a cohesive performance	Character	Setting	Storyline	Accurately reflects source material	
Jane Doe	2	3	4	4	4	3	3	4	3	4	2	36
John Doe	3	4	4	3	4	2	3	4	4	2	4	37

To help bring meaning to the combined scores, refer to this conversion chart that applies the labels from the scoring rubric to the combined totals.

<b>Points Earned</b>	<b>44 points possible</b>	<b>28 points possible</b>	<b>16 points possible</b>	<b>12 points possible</b>	<b>Percent Range</b>	<b>Label</b>
	39-44	25-28	15-16	11-12	90-100%	<b>Exemplary</b>
	33-38	21-24	12-14	9-10	75-89%	<b>Accomplished</b>
	22-32	14-20	8-11	6-8	50-74%	<b>Developing</b>
	11-21	7-13	5-7	3-5	25-49%	<b>Beginning</b>
	0-10	0-6	0-4	0-2	0-25%	<b>Not Observed</b>

## Appendix

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## Task 1 Scripted Directions and Rubric

- ☐ Read the Task 1 Scripted Directions, as shown in bold below.

**Today, you will be taking the Theater Performance Assessment. This test will measure your ability to imagine and describe characters, their relationships, and motivations. Directions will be provided only at the beginning of each activity. No further instructions will be given while you are performing the activity; so make sure you listen carefully to the directions before you begin the activity.**

**In this task you have been assigned to a group, and your group will create an original and brief story through improvisation that includes a storyline and characters.**

**Your group will create your scene to this prompt. \_\_\_\_\_ (insert prompt) \_\_\_\_\_. Your group will have approximately 10-15 minutes to prepare before performing the scene in front of the class. Your scene should be sustained for approximately 3 minutes. You may use tables and chairs to support your scene, but no other props or costumes can be used. Every person in the group should be contributing equally.**

**While you are rehearsing or performing, I will be looking for these things:**

- **Movement matches character**
- **Movement matches character motivation**
- **Voice matches character**
- **Tempo represents situation**

**You may now join your group and begin.** (Add any additional directions needed for classroom management or to describe the groups' use of classroom space.)

### Rubric:

Score	Labels	Descriptors
4	Exemplary	Student fully defined and clearly established the component.
3	Accomplished	Student consistently established the component.
2	Developing	Student partially/inconsistently established the component.
1	Beginning	Student participated, but component was undefined/unclear.
0	Not Observed	Student did not participate.

### Task 1 Data Capture Tool

[illegible]

## Task 2 Scripted Directions and Rubric

- ☐ Read the Task 2 Scripted Directions, as shown in bold below.

**Today, you will be taking the Theater Performance Assessment. This test will measure your ability to create original brief stories through improvisation. Directions will be provided only at the beginning of each activity. No further instructions will be given while you are performing the activity; so make sure you listen carefully to the directions before you begin the activity.**

**In this task you have been assigned to a group. Your group will create an original and brief story through improvisation that includes a storyline and characters.**

**You will create your scene to this prompt. \_\_\_\_\_ (insert prompt) \_\_\_\_\_. Your group will have approximately 10-15 minutes to prepare before performing the scene in front of the class. Your scene should be sustained for approximately 3 minutes. You may use tables and chairs, but no other props or costumes. Every person in the group should be contributing equally.**

**While you are rehearsing or performing, I will be looking for how you:**

- **Create improvisations that demonstrate original storylines,**
- **Create improvisations that demonstrate well-defined characters,**
- **Interact with others to establish a cohesive performance.**

**You may now join your group and begin.** (Add any additional directions needed for classroom management or to describe the groups' use of classroom space.)

### Rubric:

Score	Labels	Descriptors
4	Exemplary	Student fully defined and clearly established the component.
3	Accomplished	Student consistently established the component.
2	Developing	Student partially/inconsistently established the component.
1	Beginning	Student participated, but component was undefined/unclear.
0	Not Observed	Student did not participate.

## Task 2 Data Capture Tool

[illegible]

### Task 3 Scripted Directions and Rubric

- ☐ Give students the handout with written directions if desired (see Appendix).
- ☐ Read the Task 3 Scripted Directions, as shown in bold below.

**Today, you will be taking the Theater Performance Assessment. This test will measure your ability to create a scene based on a social issue, a piece of literature, or a historical situation. Directions will be provided only at the beginning of each activity. No further instructions will be given while you are performing the activity; so make sure you listen carefully to the directions before you begin the activity.**

**In this task you will work with a group, and your group will create a scene to be sustained for approximately 3 minutes. You may use tables and chairs, and a limited amount of other props or costumes. (Elaborate on the available props in the classroom, theater, or facility).**

**You will create the scene of your choice by adapting a literary source, a social issue or a historical situation. (Show students the prepared list of suggested choices.)**

**You will have \_\_\_\_ class periods to prepare your story before performing the scene. Every person in the group should be contributing equally throughout the process. You will submit a copy of the script and perform the scene in front of the class for evaluation.**

**When I evaluate your scene, I will be looking for these things:**

- **Did you create a scene that includes characters, a setting, and a storyline?**
- **Did you create a scene that accurately reflects the source material?**

(Direct students to convene with their groups and begin.)

#### Rubric:

Score	Labels	Descriptors
4	Exemplary	Student fully defined and clearly established the component.
3	Accomplished	Student consistently established the component.
2	Developing	Student partially/inconsistently established the component.
1	Beginning	Student participated, but component was undefined/unclear.
0	Not Observed	Student did not participate.

### Task 3 Data Capture Tool

[illegible]

## Theater Performance Assessment

### Task 3 – Adapting Stories for Performance

**Directions:**

In this task you will work with a group to adapt a story for a performance. Your group will create a scene to be sustained for approximately 3 minutes.

**Materials:**

You may use tables, chairs, and a limited amount of other props or costumes.

You will create the scene of your choice by adapting a literary source, a social issue or a historical situation.

**Evaluation:**

Every person in the group should be contributing equally throughout the process. You will submit a copy of the script and perform the scene in front of the class for evaluation.

Your scene will be scored on these four components:

- Did you create a scene that includes characters?
- Did you create a scene that includes a setting?
- Did you create a scene that includes a storyline?
- Did you create a scene that accurately reflects the source material?

Each component is worth 4 points based on this rubric for a total of 16 points for the whole task.

**Rubric:**

Score	Labels	Descriptors
4	Exemplary	Student fully defined and clearly established the component.
3	Accomplished	Student consistently established the component.
2	Developing	Student partially/inconsistently established the component.
1	Beginning	Student participated, but component was undefined/unclear.
0	Not Observed	Student did not participate.

## Composite Data Summary Sheet 1 – Tasks 1 & 2

[illegible]



### Composite Data Summary Sheet 2 – Tasks 1, 2, & 3

[illegible]